

Ansaldo, PhD – Presenting with Rachel Hopf

Affiliation: Indiana Institute on Disability & Community – Indiana University

Experience: Dr. Jim Ansaldo is a Research Scholar at the Center on Education and Lifelong Learning, Indiana Institute on Disability and Community, Indiana University Bloomington. He conducts research, supports school change efforts, and facilitates teacher professional learning around applied improvisation, culturally responsive practice, curriculum design, instructional consultation, and online learning. Jim is a founder and co-director of Camp Yes And, an improv summer camp for teens on the autism spectrum and teachers (yesand.indiana.edu).

Title of Presentation: Using Applied Improvisation to Develop Social-Communicative Competence in Adolescents With ASD

Learner Objectives: Participants will be able to – 1 Describe the rationale for using applied improvisation games to develop social-communicative competence in adolescents with ASD

Learner Outcome; 2 Describe and demonstrate a variety of applied improvisation games

Learner Outcome; 3 Facilitate and support the participation of adolescents with ASD in a variety of applied improvisation games"

Course Overview: Applied improvisation utilizes practices from theatrical traditions to create supportive and authentic environments for developing social communication skills. Improv treats pragmatic differences in adolescents with ASD, focusing on conversational turn-taking, body language, emotions, voice, eye gaze, etc. Add to your bag of tricks, and get students learning on their feet! Beginner

Disclosure: *Dr. Ansaldo is a research scholar at Indiana University. He is receiving a complimentary registration. He has no significant non-financial relationships to disclose.*



Christina Bradburn, MS, CCC-SLP

Affiliation: Shelbyville Central Schools/Bureau of Educations and Research

Experience: Christina Bradburn is a full-time, practicing, school-based speech-language pathologist. She is a national presenter for the Bureau of Education and Research and author of "Timesaving Strategies to Integrate SLP Interventions into Classrooms: Moving from a Caseload to a Workload Approach". She is passionate about working collaboratively with teachers, administrators and school staff while using creative, yet research-based interventions. She strives to maximize time through creative scheduling without sacrificing high-quality and effective services to her students. Christina is known for her highly practical approach and for sharing a wealth of proven teaching strategies and resources that are easy to use on a daily basis. You will find her presentation fast-paced, enjoyable and full of useful ideas you can immediately implement to guide your school's speech-language program.

Title of Presentation: Using a Workload Approach to Therapy in the Real World of a School-Based Speech-Language Pathologist

Learner Objectives: At the conclusion of the presentation participants will be able to: 1 Implement time-saving strategies to provide highly effective therapy even with high caseloads.

2. Explain the need for and implement a workload approach to therapy in their schools.

3. Write measurable and authentic goals that support the student in all school settings.

Course Overview: A "Workload vs Caseload" approach to therapy sounds great in theory, but what does it look like in the real world of a school-based Speech Language Pathologist? This presentation is designed to provide time-saving strategies that will turn you into an intervention superstar without compromising your SLP- specific skill set. You will gain valuable strategies to help you integrate classroom curriculum into your goals, learn to co-teach across grade levels, and push into all parts of the school day. Scheduling your days for maximum impact will be a focus of the session along with models of dozens of grade-level specific ideas to take back and use tomorrow. Beginner – Intermediate

Disclosure: *Ms. Bradburn is an employee of Shelbyville Central Schools. She is receiving a complimentary registration. She has no significant non-financial relationships to disclose.*



Brenda Brannigan, M.Ed – Presenting with Annette Champion, Erin Colone-Peabody, and Mark Howard

Affiliation: Monroe County Community School Corporation

Experience: Brenda Brannigan began teaching students with intensive needs in 2008/09. That same year marks a fortunate, sustained collaboration between IU /Speech and Hearing and MCCSC schools which introduced the use of core vocabulary to develop

language and communication skills. Now, her students are using low tech and high tech (e.g. LAMP:Words for Life) AAC to support growth, not only in language, but across curricular areas and across the day. All of which is anchored to daily whole group core language activities.

Title of Presentaton: A Tale of Two Classrooms: A Core Vocabulary JourneyLearner **Objectives:** 1. Describe three values of using core vocabulary. 2. Name three different strategies that can be used to implement core vocabulary across the day. 3. Understand the application of a core vocabulary approach for students with diverse needs.

Course Overview: As a follow-up to our 2013 ISHA presentation, this year's presentation focuses on the implementation of a core vocabulary-based program to benefit children using AAC in special education classrooms in Bloomington, Indiana, through collaboration between the Monroe County Community School Corporation and the Indiana University Speech and Hearing Department. An overview of core vocabulary and the importance of its use, description of the collaboration, description of the core vocabulary program and its initial implementation with new modifications for use with diverse learners, and how a core vocabulary approach can have district-wide impact will be presented. Intermediate

Disclosure: Ms. Brannigan is an employee of Monroe County Community School Corporation. She is receiving a complimentary registration. She has no significant non-financial relationships to disclose.

Ken Brummel-Smith MD, Charlotte Edwards Maguire Professor of Geriatrics

Affiliation: Florida State University School of Medicine - Department of Geriatrics

Experience: "Dr. Brummel-Smith is the Charlotte Edwards Maguire Professor in the Department of Geriatrics at the Florida State University College of Medicine. He founded and served as chair of the Department of Geriatrics from 2003 until 2015. He served as chief of the division of geriatrics at two medical schools (University of Southern California and Oregon Health Sciences University). He is a co-editor or author of five textbooks and has written numerous book chapters and articles in the area of geriatrics, ethics and geriatric rehabilitation. He has been selected 15 times by his peers as a member of the "Best Doctors in America." He was a member of the National Advisory Council on Aging for the National Institute on Aging. He is a past-president of the American Geriatrics Society. He was a Health and Aging Policy Fellow with the Senate Special Committee on Aging in Washington DC. He was recently appointed to the Forum on Aging, Disability, and Independence of the National Academies of Sciences, Engineering, and Medicine. He graduated from the University of Southern California School of Medicine, did a residency in family medicine at Glendale Adventist Medical Center, and a fellowship in the Department of Medical Education at the University of Southern California School of Medicine. He is board certified in Family Medicine and has a Certificate of Added Qualifications in Geriatrics.

Title of Presentation 1: Dementia Types

Learner Objectives: 1. Distinguish mild cognitive impairment from dementia; 2. Describe the main causes of dementia; 3. Describe common communication impairments that accompany different types of dementia.

Course Overview: These two presentations will address the causes (and biology) of the common types of dementia, as well a holistic approach to dealing with persons with dementia and their families/caregivers. Speech pathologists can play a crucial role in the diagnosis and management of dementia. Proper identification of the cause of dementia is critical to proper management. Because there is no cure for any type of dementia, proper management becomes the foundation of good clinical care. These presentations will address the elements of proper management and the role of the speech pathologist. Intermediate

Title of Presentation 2: Person-centered Care for People with Dementia

Learner Objectives: 1. Identify the 4 main components of person-centered care for persons with dementia (PWD); 2. Define the role of various team members in dementia care; 3. Describe methods for optimizing family care for PWD. Intermediate

Disclosure: Dr. Brummel-Smith is employed by Florida State University. He is receiving an honorarium. He has no significant non-financial relationships to disclose

Mary Margaret Canady, Student – Presenting with Katie Goble, Melissa Henry, Caylin McCallick & Heather Williams

Affiliation: St. Mary's College

Experience: Mary Margaret Canady is a senior at Saint Mary's College majoring in Communicative Sciences and Disorders with a minor in Gerontology. Mary Margaret hopes to continue her passion for speech pathology as a graduate student this fall.

Title of Presentation: Can You Hear Me Now? Modifying SLP Voice to Maximize Communication with Hearing-Impaired Clients

Learner Objectives: 1. Identify prevalence and characteristics of different types of hearing loss typically encountered on an SLP caseload; 2. Identify 2 major acoustic characteristics of voice; 3. Identify adequate ways that a clinician can modify his/her voice to help increase communication success with hearing impaired clients.

Course Overview: When providing services to hearing-impaired clients, the SLP clinicians' voice and speech characteristics can be modified to help increase speech understanding and decrease communication breakdowns. In this study, normal-hearing listeners were presented with speech by 4 female speakers in simulated conditions of hearing loss in noisy environments. Speaker voice characteristics varied in fundamental frequency, pitch variation, and vowel duration. Analysis of intelligibility, subjective quality ratings, and acoustics dimensions of the speakers are examined to determine how an SLP can best modify voice and speaking style to maximize intelligibility for clients with hearing impairment.

Disclosure: *Ms. Canady is a student at St. Mary's College. She has no significant non-financial relationships to disclose.*



Annette Champion, MA, CCC-SLP – Presenting with Brenda Brannigan, Erin Colone-Peabody, and Mark Howard

Affiliation: Indiana University

Experience: Annette Champion is on faculty in the Department of Speech and Hearing Sciences at Indiana University Bloomington (IU SPHS). She clinically teaches in the MA SLP program. She supervises clinical placements at the university clinic including individual clients and a language-based preschool program. She is additional co-supervisor of Camp Connections, which is a summer programming partnership between IU SPHS and MCCSC. Camp Connections provides a language rich, traditional summer camp experience for children with moderate to severe communication disorders who are in K-6th grade. Annette has research collaborations with Dr. Erna Alant and Erin Peabody, M.A., CCC-SLP investigating use of core vocabulary and AAC. She is an active member of the collaborative group AAC in Action. Her areas of interest are phonological and language delays/disorders in children and AAC.

Title of Presentation: A Tale of Two Classrooms: A Core Vocabulary Journey

Learner Objectives: 1. Describe three values of using core vocabulary. 2. Name three different strategies that can be used to implement core vocabulary across the day.

3. Understand the application of a core vocabulary approach for students with diverse needs.

Course Overview: As a follow-up to our 2013 ISHA presentation, this year's presentation focuses on the implementation of a core vocabulary-based program to benefit children using AAC in special education classrooms in Bloomington, Indiana, through collaboration between the Monroe County Community School Corporation and the Indiana University Speech and Hearing Department. An overview of core vocabulary and the importance of its use, description of the collaboration, description of the core vocabulary program and its initial implementation with new modifications for use with diverse learners, and how a core vocabulary approach can have district-wide impact will be presented. Intermediate

Disclosure: *Ms. Champion is employed by Indiana University. She is receiving a complimentary registration. She has no significant non-financial relationships to disclose.*



Abigail Chapleau, Student – Presenting with Sara Loerch

Affiliation: Purdue University

Experience: Abigail Chapleau is a senior in the Department of Speech, Language, and Hearing Sciences at Purdue University. She is from South Bend, IN and is planning on pursuing a master's in Speech Language Pathology this Fall.

Title of Presentation: Voice measurements on exaggerated emotional vocal qualities

Learner Objectives: 1. Understand how exaggerated voice qualities can differ on perceptual and acoustic attributes; 2. Understand different acoustic measures and how they can be applied to voice analysis;

3. Implement a visual analog scale to make measures of vocal effort in the clinic.

Overview: Exaggerated emotional and inflected vocal qualities may lead to a strained voice over time. We investigated whether the acoustic and perceptual attributes of voice would be altered during and after the production of exaggerated happy and sad vocal qualities. Twenty healthy, non-dysphonic participants (equal males and females, ages: 20-30 years) read the standardized Rainbow Passage in happy and sad exaggerated voices. Cepstral voice measures were obtained prior to and after the emotional productions. Preliminary data analyses reveal that the two

vocal qualities can be differentiated based on acoustic parameters such as duration measures, and statistical analyses using SPSS are ongoing.

Disclosure: Miss Chapleau is a student at Purdue University. She has no significant non-financial relationships to disclose.



Erin Colone-Peabody, MA, CCC-SLP – Presenting with Annette Champion, Brenda Brannigan, and Mark Howard

Affiliation: Indiana University

Experience: Erin Colone Peabody is on faculty in the Department of Speech and Hearing Sciences at Indiana University Bloomington (IU SPHS). She clinically teaches in the MA SLP program. She supervises clinical placements at the university clinic and in two self contained classrooms in the Monroe County Community School Corporation (MCCSC). She is a director of Camp Connections which is a summer programming partnership between IU SPHS and MCCSC. Camp Connections provides a language rich, traditional summer camp experience for children with moderate to severe communication disorders who are in K-6th grade. Erin has research collaborations with Dr. Erna Alant and Annette Champion, M.A., CCC-SLP investigating use of core vocabulary and AAC. She is an active member in AAC in Action. Her areas of interest are Autism Spectrum Disorder, Moderate to Severe Intellectual Disability, AAC, and behavior as communication.

Title of Presentation: A Tale of Two Classrooms: A Core Vocabulary Journey

Learner Objectives: 1. Describe three values of using core vocabulary. 2. Name three different strategies that can be used to implement core vocabulary across the day.

3. Understand the application of a core vocabulary approach for students with diverse needs.

Course Overview: As a follow-up to our 2013 ISHA presentation, this year's presentation. **Course**

Overview: As a follow-up to our 2013 ISHA presentation, this year's presentation focuses on the implementation of a core vocabulary-based program to benefit children using AAC in special education classrooms in Bloomington, Indiana, through collaboration between the Monroe County Community School Corporation and the Indiana University Speech and Hearing Department. An overview of core vocabulary and the importance of its use, description of the collaboration, description of the core vocabulary program and its initial implementation with new modifications for use with diverse learners, and how a core vocabulary approach can have district-wide impact will be presented. Intermediate

Disclosure: *Ms. Colone-Peabody is employed by Indiana University. She is receiving a complimentary registration. She has no significant non-financial relationships to disclose*

Christina Commons

Affiliation: Bureau of Child Development Services, FSSA

Experience: Christina Commons is the new Director of the Bureau of Child Development Services (First Steps). Christina comes to this position with a strong background in early childhood development and early intervention. She has 16 years of experience as a Developmental Therapist in First Steps. During that time, she owned her own business, Therapy Solutions, LLC, served children and families by providing direct services as well as evaluations in partnership with several evaluation teams. Additionally, she spent three years with Pro Kids in Cluster G. Since October of 2014, Christina spent two years with the Division of Mental Health and Addiction as the Youth and Adolescent Bureau Chief where she served as an advocate for children's mental wellness. She is passionate about infant and toddler development, and her advocacy skills have been demonstrated in working with various state and local agencies to ensure that best practices and policies are developed and implemented.

Title of Presentation:

Learner Objectives: Attendees will: 1. understand referral, eligibility, and IFSP process, 2. understand the importance of collaboration among IFSP team members, and 3. receive the answers to current provider issues especially as it relates to SLPs and communication specialists, 4. general program updates

Course Overview: The Indiana First Steps presentation will be provided by the Bureau of Child Development Services Director, Christina Commons. This presentation will review the process of referrals made for IDEA Part C early intervention services, how eligibility is determined, and the process for writing and implementing an Individualized Family Service Plan (IFSP). Collaboration among service providers and IFSP team members is critical for successful family engagement and children reaching their IFSP outcomes. Strategies to increase collaboration and communication will be discussed. Attendees will also have an opportunity to participate in a Q&A session around hot topics and provider issues. Beginner

Disclosure: *Ms. Commons is an employee of the State of Indiana. She has no significant non-financial relationships to disclose.*

Dena Cortopassi, Student – Presenting with Lauren Monteith

Affiliation: Butler University

Experience: Dena Cortopassi is a third year undergraduate student majoring in Communication Sciences and Disorders at Butler University. She is studying in this field to become a speech-language pathologist or audiologist. In addition, she is working toward a minor in mild intervention and has a passion for working with students with special needs.

Learner Objectives: 1. Recognize that dancers have a risk for concussion and require sufficient knowledge to both prevent and manage an injury; 2. Identify that a culture exists which may affect successful and timely management of concussion; 3. Identify methods to implement with dancers to help effectively prevent and manage concussion.

Course Overview: Concussion is a topic that is gaining awareness and relevance to dancers. Limited research exists with this population unlike other areas of sport. Researchers studied undergraduate dance student knowledge and perception relative to concussion to better understand areas of needed education. Results showed that the dance program members overall have generally good basic knowledge about the symptoms and risks of concussion, yet not consistently strong at all levels of prevention and management. Results also showed that their reputation as performers and their commitment to their peers appeared to be more important than their health relative to concussion prevention and care.

Disclosure: *Ms. Cortopassi is a student at Butler University. She has no significant non-financial relationships to disclose.*



Lyn R. Covert, PhD, CCC-SLP

Affiliation: Department of Veterans Affairs

Experience: Lyn Covert is a speech pathologist at the VA Medical Center in Lexington, Ky. She received a master's degree in speech pathology from the University of Kentucky in 1988 and a doctorate in rehabilitation sciences from the University of Kentucky in 2007. She treats adults with communication and swallowing disorders related to CVA, neurological disease, and head and neck cancer. Currently, she is the coordinator for SIG 18, Telepractice. Her research interest includes using telehealth technology to provide speech and language services.

Title of Presentation: Delivering Speech Pathology Services via Telepractice: Evidence & Considerations

Learner Objectives: 1. The learner will learn how to treat persons with communication disorders using telepractice; 2. The learner will learn how to implement a telepractice program; 3. The learner will understand the evidence to support telepractice as a service delivery model.

Course Overview: This course will provide information necessary to start a telepractice program. The course content will cover planning and implementing the program, client selection, equipment and furniture considerations. Strategies for providing speech and audiology services will be discussed. Information will be provided regarding client safety, privacy, and ethics relating to telepractice. Intermediate

Disclosure: *Dr. Covert is an employee of the Department of Veterans. She is receiving an honorarium. She has no significant non-financial relationships to disclose.*



Mariesa Cozine, Student

Affiliation: Butler University

Experience: Marisa Cozine is a senior at Butler University studying Communication Sciences and Disorders and Spanish. She completed this project as part of the University Honors Program.

Title of Presentation: Knowledge and Attitudes Regarding Concussion for Dancers in a Top Ranked Undergraduate Program

Learner Objectives: 1. Recognize that dancers have a risk for concussion and require sufficient knowledge to both prevent and manage an injury; 2. Identify that a culture exists which may affect successful and timely management of concussion; 3. Identify methods to implement with dancers to help effectively prevent and manage concussion.

Course Overview: Concussion is a topic that is gaining awareness and relevance to dancers. Limited research exists with this population unlike other areas of sport. Researchers studied undergraduate dance

student knowledge and perception relative to concussion to better understand areas of needed education. Results showed that the dance program members overall have generally good basic knowledge about the symptoms and risks of concussion, yet not consistently strong at all levels of prevention and management. Results also showed that their reputation as performers and their commitment to their peers appeared to be more important than their health relative to concussion prevention and care.

Disclosure: *Ms. Cozine is a student at Butler University. She has no significant non-financial relationships to disclose.*



Marilyn Fairchild, MA, MA, CCC-SLP

Affiliation: University of Minnesota

Experience: Marilyn Fairchild is a Clinical Supervisor in Speech-Language-Hearing Sciences at the University of Minnesota. She has Master's degrees in Teaching English as a Second Language and Communication Disorders and has a strong professional interest in issues pertaining to communication disorders in culturally/linguistically diverse populations. She has worked with the Minnesota Department of Education on various training projects and as a co-author of *Talk With Me: A Resource Guide for Speech Language Pathologists and Educators Working with Linguistically Diverse Young Children and their Families* (2001, 2012). She is active in the Minnesota Speech-Language-Hearing Association, having served as Co-President and continuing to serve on the Policy Council, Multicultural Affairs Committee, and as Co-chair of the Legislative Steering Committee. She recently participated in a Leadership Development Program through the American Speech-Language-Hearing Association. She has presented at the state and national level on a variety of topics related to clinical supervision and to service delivery with culturally/linguistically diverse populations.

Title of Presentation 1: Dealing with Differences in Clinical Supervision: How Generational, Cultural, and Personal Differences May Affect the Clinical Supervision Experience

Learner Objectives: 1. Attendees will identify multiple generational, cultural, and personal variables that may affect the supervisor-supervisee relationship. 2. Attendees will state two methods for determining their own current level of cultural competence and/or implicit bias
3. Attendees will identify 3-5 strategies for improving communication across parameters of difference such as age, gender, sexual orientation, cultural/linguistic background, etc.

Course Overview: Effective clinical supervision is predicated on open lines of communication between supervisor and student. While differences between these individuals are inevitable, the greater the number or significance of differences, the larger the potential for misunderstanding. According to the U.S. Census Bureau, members of the Millennial generation outnumber and are more diverse than members of previous generations (<http://www.census.gov/newsroom/press-releases/2015/cb15-113.html>, accessed 1/4/16). Participants will engage in reflective exercises to enhance awareness of potential differences. Practical strategies that address collaborative communication across differences will be provided. Intermediate

Title of Presentation 2: Difference vs. Disorder: Evaluation for Communication Disorders in Culturally and Linguistically Diverse Populations.

Learner Objectives: 1. Attendees will describe at least 3 elements of typical and atypical second language acquisition; 2. Attendees will explain the importance of and methods for avoiding both over- and under-representation of English learners on speech-language-pathology caseloads; 3. Attendees will discuss multiple alternative assessment techniques to use when examinees are members of culturally/linguistically diverse populations. Intermediate

Disclosure: *Ms. Fairchild is an employee of the University of Minnesota. She is receiving an honorarium. She has no significant non-financial relationships to disclose.*

Katie Goble – Student – Presenting with Mary Margaret Canady, Melissa Henry, Caylin McCallick & Heather Williams

Affiliation: St. Mary's College

Experience: Katherine Goble is a junior communicative sciences & disorders and psychology double major at Saint Mary's College. She is also minoring in early childhood education. She hopes to continue research as she pursues a graduate degree in speech language pathology.

Title of Presentation: Can You Hear Me Now? Modifying SLP Voice to Maximize Communication with Hearing-Impaired Clients

Learner Objectives: 1. Identify prevalence and characteristics of different types of hearing loss typically encountered on an SLP caseload; 2. Identify 2 major acoustic characteristics of voice; 3. Identify adequate

ways that a clinician can modify his/her voice to help increase communication success with hearing impaired clients.

Course Overview: When providing services to hearing-impaired clients, the SLP clinicians' voice and speech characteristics can be modified to help increase speech understanding and decrease communication breakdowns. In this study, normal-hearing listeners were presented with speech by 4 female speakers in simulated conditions of hearing loss in noisy environments. Speaker voice characteristics varied in fundamental frequency, pitch variation, and vowel duration. Analysis of intelligibility, subjective quality ratings, and acoustics dimensions of the speakers are examined to determine how an SLP can best modify voice and speaking style to maximize intelligibility for clients with hearing impairment.

Disclosure: *Ms. Goble is a student at St. Mary's College. She has no significant non-financial relationships to disclose.*



Steve Griffin, MA, CCC-SLP

Affiliation: ReadingResource.net

Experience: Steve M. Griffin, M.A. CCC/SLP has worked in the public schools for 18 years and is currently the K-6 Literacy Coordinator for Marysville Schools located on the northwest side of Columbus, Ohio. Steve has presented nationwide and in Canada on the topics of early literacy intervention and teaches in the Department of Speech and Hearing Science at The

Ohio State University. Steve is the co-author of ReadingResource.net a website dedicated to literacy and has dedicated his career to helping struggling readers and creating school environments that promote best practices in literacy and language. Steve is the recipient of the 2009 Ruth Beckey Irwin Best Clinical Practices Award, awarded by the OSU Dept. of Speech and Hearing Science and the 2012 Ohio School Speech Pathologists and Educational Audiologist Coalition's Nancy Lee McKinley Leadership Mentoring Award. Steve resides in Lewis Center, Ohio with his wife Angie and three sons Trenton (8) Maxton (7) and Roman (2).

Title of Presentation 1: Early Literacy Essentials and the SLP: Practical Intervention and Consultation Strategies in PHONEMIC AWARENESS That Work!

Learner Objectives: "1. Participants will learn the most essential phonemic awareness skills necessary for learning to read and write. 2. Participants will learn how to explain the phonological/phonemic awareness continuum in a meaningful and easy to understand way for classroom teachers. 3. Participants will be able to describe a number of methods and degrees to which the SLP can participate in early literacy intervention and meaningfully contribute to student literacy achievement.

Course Overview: This session will equip the Speech and Language Pathologist to deliver "practical" Tier I and Tier II phonemic awareness intervention and consultation approaches in the school setting. With caseload and workload issues in mind, participants will learn how to get involved in reading and implement easy-to-use activities and intervention strategies to help struggling readers in the areas of phonemic awareness. Steve will connect the dots between phonemic awareness deficits and actual literacy problems and help school SLPs bring the importance of explicit instruction in this critical language area to life in the schools.

Title of Presentation 2: Early Literacy Essentials and the SLP: Practical Intervention and Consultation Strategies in READING DECODING AND FLUENCY That Work!

Learner Objectives: 1. Participants will be able to explain the #1 causes of reading problems and determine appropriate assessments to quantify, identify, and explain these causes to teachers, administrators, and parents. 2. Participants will be able to plan and implement appropriate Tier I and Tier II reading interventions targeting reading decoding and reading fluency deficits. 3. Participants will be able to describe a number of methods and degrees to which the SLP can participate in early literacy intervention and meaningfully contribute to student literacy achievement.

Course Overview: This session will equip the Speech and Language Pathologist to deliver "practical" Tier I and Tier II vocabulary instruction and intervention approaches in the school setting. With caseload and workload issues in mind, participants will learn how to "get involved in reading" and implement easy-to-use activities and intervention strategies to help struggling readers in the areas of vocabulary and reading comprehension. SLPs are sure to leave with a number of methods, activities, resources and degrees to which they can participate in reading instruction and meaningfully contribute to student literacy achievement. Intermediate – Advanced

Title of Presentation 3: Early Literacy Essentials and the SLP: Practical Intervention and Consultation Strategies in VOCABULARY That Work!

Learner Objectives: 1. Participants will be able to plan and implement appropriate Tier I and Tier II vocabulary instruction and intervention. 2. Participants will understand how to support reading comprehension achievement through a vocabulary lens. 3. Participants will be able to describe a number of methods and degrees to which the SLP can participate in early literacy intervention and meaningfully contribute to student literacy achievement via the vocabulary domain.

Course Overview: This session will equip the Speech and Language Pathologist to deliver "practical" Tier I and Tier II vocabulary instruction and intervention approaches in the school setting. With caseload and workload issues in mind, participants will learn how to "get involved in reading" and implement easy-to-use activities and intervention strategies to help struggling readers in the areas of vocabulary and reading comprehension. SLPs are sure to leave with a number of methods, activities, resources and degrees to which they can participate in reading instruction and meaningfully contribute to student literacy achievement.

Disclosure: *Mr. Griffin is owner & CEO of Reading Resource.net. He is receiving an honorarium from ISHA. Mr. Griffin has no significant non-financial relationships to disclose.*



Suzanne Foley, MS, CCC-A

Affiliation: Early Hearing Detection and Intervention Program, Indiana Department of Health

Experience: Suzanne Foley, M.S., CCC-A is the Lead Regional Audiology Consultant for the Early Hearing Detection and Intervention (EHDI) Program at the Indiana State Department of Health. The EHDI program is responsible for the newborn hearing screening procedures and follow up for the state of Indiana. Suzanne has an audiology private practice in Indianapolis and has provided a variety of audiology services to children and adults for over 20 years. She also provides audiology services at the VA Medical Center and Balance Institute of Indiana. She teaches in the distance audiology clinical doctoral program at ATStill University and has presented at numerous regional and state conferences regarding topics related to audiology and hard of hearing children. She has served as past President and on the Board of Directors of Hear Indiana as well as Marion County First Steps.:

Title of Presentation: Early Hearing Detection and Intervention Program Update

Learner Objectives: Learner Outcomes: 1. Participants will receive current data regarding EHDI follow-up success; 2. Participants will gain knowledge about long-term EHDI plans; 3. Participants will recognize their role and potential involvement as well as physicians and parents as important EHDI stakeholders.

Course Overview: Early identification through the Early Hearing Detection and Intervention (EHDI) process has revolutionized potential and possibilities for Deaf and Hard of Hearing children over the past fifteen years. Through innovative programming and data management, the Indiana EHDI system has driven down the average age identification to just 2 ½ months of age. Within the State Department of Health, EHDI assures that children are screened, identified, and enrolled in early intervention as appropriate. Come to this session prepared to listen, share, and "join in" with EHDI as we work together for a greater positive impact on the lives of children and their families. Beginner

Disclosure: *Ms. Foley is the lead audiology consultant for the Early Hearing Detection and Hearing Program at the Indiana Department of Health. She has no significant non-financial relationships to disclose.*



Daneen Grooms, MHSA

Affiliation: ASHA

Experience: Daneen Grooms, MHSA, is ASHA's director of health reform analysis and advocacy. Her focus is on advocating for the inclusion of audiologists and speech-language pathologists in health reform initiatives, including alternative payment models. Prior to joining ASHA, Daneen worked at the American Academy of Neurology as their regulatory affairs manager where she worked closely with the Centers for Medicare and Medicaid Services, the

Food and Drug Administration and the National Institutes of Health.

Title of Presentation: A Medicare Update: Rules-Regs-Reimbursement

Learner Objectives: • Understand the documentation and enrollment requirements under Medicare; • Describe both tracks of the Quality Payment Program; • Provide examples of and define alternative payment models.

Course Overview: This session will provide an overview of the Medicare program and discuss the enrollment, documentation and billing requirements specific to Medicare. New quality initiatives expected

under the Medicare Access and CHIP Reauthorization Act and the Affordable Care Act will be examined. Finally, a brief update on health reform trends and their potential impact on audiology and speech-language pathology will be discussed.

Debbie Harper, MA, CCC-SLP

Affiliation: Mobile Dysphagia Specialists

Experience: Debbie Harper, M.A., CCC-SLP/L is a speech language pathologist and endoscopist for Mobile Dysphagia Specialists. Debbie has focused her career on assessment and treatment of swallowing disorders in the geriatric population.

Title of Presentation: See What You Are Missing: Benefits of FEES vs MBS

Learner Objectives: "1. At the conclusion of the session participants will be able to identify the advantages of both the FEES and MBS studies. 2. At the conclusion of this session participants will be able to choose the most appropriate diagnostic swallow test given patient symptoms. 3. At the conclusion of this session participants will be able to identify the differences and uses of the FEES and MBS."

Course Overview: It is pretty well established in the current clinical literature that both FEES and MBS are "gold-standards in the evaluation of swallowing disorders. FEES and MBS each has unique advantages, disadvantages, and clinical indications. Both exams have significant value in the SLP's toolbox. Beginner

Disclosure: *Ms. Harper is employed by Mobile Dysphagia Specialists. She is receiving a complimentary registration. Ms. Harper has no significant non-financial relationships to disclose.*



Rachel Hopf, MA, CCC-SLP – Presenting with Jim Ansaldo

Affiliation: Indiana Institute on Disability Community, Indiana University

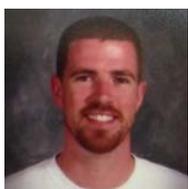
Experience: Rachel Hopf, MA, SLP-CF, is a PhD student in Speech & Hearing Sciences at Indiana University Bloomington. She is a graduate assistant for the Indiana Resource Center for Autism - Indiana Institute on Disability and Community. Her research focuses on pragmatic language, including voice, in teens and young adults on the spectrum.

Title of Presentation: Using Applied Improvisation to Develop Social-Communicative Competence in Adolescents With ASD

Learner Objectives: 1: Describe the rationale for using applied improvisation games to develop social-communicative competence in adolescents with ASD; 2: Describe and demonstrate a variety of applied improvisation games; 3: Facilitate and support the participation of adolescents with ASD in a variety of applied improvisation games

Course Overview: Applied improvisation utilizes practices from theatrical traditions to create supportive and authentic environments for developing social communication skills. Improv treats pragmatic differences in adolescents with ASD, focusing on conversational turn-taking, body language, emotions, voice, eye gaze, etc. Add to your bag of tricks, and get students learning on their feet! Beginner

Disclosure: *Ms. Hopf is employed by Indiana University. She is receiving a complimentary registration. Ms. Hopf has no significant non-financial relationships to*



Mark Howard, MS, RBT

Affiliation: Monroe County Community School Corporation

Experience: Mark Howard is a teacher in a Kindergarten - sixth grade intensive needs ABA special education classroom at Clear Creek Elementary School in Bloomington, Indiana. He is a graduate of Indiana University and his interests include AAC, autism, intense aggressive/self-injurious behavior, staff training and providing supports for typically developing siblings of children with moderate to severe disabilities.

Title of Presentation: A Tale of Two Classrooms: A Core Vocabulary Journey

Learner Objectives: 1. Describe three values of using core vocabulary. 2. Name three different strategies that can be used to implement core vocabulary across the day. 3. Understand the application of a core vocabulary approach for students with diverse needs.

Course Overview: As a follow-up to our 2013 ISHA presentation, this year's presentation focuses on the implementation of a core vocabulary-based program to benefit children using AAC in special education classrooms in Bloomington, Indiana, through collaboration between the Monroe County Community School Corporation and the Indiana University Speech and Hearing Department. An overview of core vocabulary and the importance of its use, description of the collaboration, description of the core vocabulary program

and its initial implementation with new modifications for use with diverse learners, and how a core vocabulary approach can have district-wide impact will be presented. Intermediate

Disclosure: *Mr. Howard is employed by Monroe County Community School Corporation. He is receiving a complimentary registration. Mr. Howard has no significant non-financial relationships to disclose.*

Kim Hurley, MA, CCC-SLP

Affiliation: Forest Hills Special Education Cooperative

Experience: "I received my MA in Speech Language Pathology in 2000 from Indiana University. Since 2001, I have been employed by Forest Hills Special Education Cooperative. I serve students in Monroe and Owen Counties, and specialize in working with students who have complex communication needs, including Autism, Cerebral Palsy, Down Syndrome, developmental disabilities, TBI, chromosomal disorders, etc. Many of my students are non-speaking, and I am passionate about AAC. Outside of school, I enjoy hiking, rock climbing, and spending time with my family.

Title of Presentation: A Year of Words in Action

Learner Objectives: 1. Attendees will be able to describe the value of teaching a limited set of core words per month; 2. Attendees will list at least 3 ideas for implementing monthly words when working with AAC learners; 3. Attendees will be able to identify resources for finding and developing additional Year of Words activities.

Course Overview: In 2013, PrAACtical AAC introduced "A Year of Words" – basically, a monthly breakdown of core vocabulary words for language instruction. An additional set of words was added in 2014. Since then several therapists have submitted useful ideas for working with these word set. A Year of Words provides a limited set of core words to focus on each month, allowing therapists to target both word knowledge and fluency. I currently use these word sets, as well as ideas and strategies gleaned from several other sources, when working with AAC users. I will share ideas for teaching and carryover activities based on these word sets. Beginning – Intermediate

Disclosure: *Ms. Hurley is an employee of Forest Hills Special Education Cooperative. She is receiving a complimentary registration. Ms. Hurley has no significant non-financial relationships to disclose.*



Elizabeth Johnson, MS, CCC-SLP, Student

Affiliation: Purdue University

Experience: Elizabeth Johnson, MS, CCC-SLP, is a PhD student in the Department of Speech, Language, and Hearing Sciences at Purdue University. She is currently working on projects examining phonology cross-linguistically for speakers with communication disorders.

Title of Presentation: English and Spanish Phonotactics among Speakers with Aphasia

Learner Objectives: 1. Describe 3 phonotactic differences between English and Spanish; 2. Identify language-specific phonological patterns in nonwords; 3. Describe general patterns in phonology among PWA

Course Overview: Because aphasia is primarily associated with language impairment, very little research has addressed the speech and phonological patterns in aphasia. However, identifying the extent to which phonological memory is preserved in persons with aphasia (PWA) may begin to inform the foundations of clinical practice, such as why phonemic cues are often effective at aiding lexical access. This AphasiaBank corpus study compares the phonological patterns of nonwords produced by PWA cross-linguistically, using measures of phonotactic probability and neighborhood density to identify wordlikeness. Overall, phonological patterns of Spanish and English aphasic speech suggest that phonological constraints govern nonword production in aphasia.

Disclosure: *Ms. Johnson is a student at Purdue University. She has no significant non-financial relationships to disclose.*



Briana Kiefer, Student

Affiliation: Purdue University

Experience: Brianna Kiefer, B.S., is a dual Master's and doctoral student studying speech, language, and hearing sciences at Purdue University. She obtained her B.S. degree from The University of Arizona in 2015. Her current research interests focus on speech therapy for

individuals with neurodegenerative diseases, specifically Parkinson's Disease.

Title of Presentation: The Prosodic Profile Used by Individuals with Parkinson's Disease

Learner Objectives: 1. Understand the prosodic profiles used by individuals with PD relative to older adult controls; 2. Understand the impact of speech elicitation task on acoustic measurements; 3. Obtain a greater understanding of ways to assess prosody in connected speech.

Course Overview: Motor impairments secondary to Parkinson's Disease (PD) have the potential to impair the acoustic cues (pitch, duration, intensity) associated with prosodic variation, thus resulting in dysprosody and diminished communicative effectiveness. Although dysprosody is considered to be a significant perceptual component of hypokinetic dysarthria, the acoustic profile of dysprosody associated with hypokinetic dysarthria remains unclear. In the present study, the acoustic cues used to adjust intonation contours, alter rate, stress words, and pause during a reading passage task were examined in order to establish the prosodic profile used by speakers with PD relative to older adult controls.

Disclosure: *Ms. Kiefer is a student at Purdue University. She has no significant non-financial relationships to disclose.*



Kelly Knollman-Porter, PhD, CCC-SLP

Affiliation: Miami University

Experience: Kelly Knollman-Porter, Ph.D., is an assistant professor in the Department of Speech Pathology and Audiology at Miami University specializing in adult neurogenic communication and cognitive disorders. Her research focuses on evidence-based assessment and treatment protocols for the management of communicative disorders in

individuals with chronic aphasia and traumatic brain injury. She has directed the Miami University Concussion Management Program for 10 years.

Title of Presentation 1: The Role of the SLP in the Mgmt of Acute and Chronic Concussion Symptomatology

Learner Objectives: 1. Describe the neurophysiology of concussion, risk factors and post-injury neurobehavioral and neurocognitive symptoms. 2. Identify key factors that can prolong recovery time following concussion and 3. Explain evidence based diagnostic and treatment protocols used to manage acute and chronic post-concussion symptoms.

Course Overview: Speech-Language Pathologists can play an integral role in the interdisciplinary management of the acute and chronic neurocognitive and neurobehavioral symptoms associated with concussion. Current research evidence along with case studies illustrating assessment and post-injury management protocols and factors influencing recovery patterns in varsity and recreation athletics will be discussed.

Title of Presentation 2: The role of the Speech Language Pathologist in the Management of Acute and Chronic Concussion Symptomatology: Part II

Learner Objectives: 1) Describe the risk factors and neurobehavioral and neurocognitive symptoms associated with chronic post-concussion syndrome; 2) Explain the strengths of a multidisciplinary team in the management of post-concussion syndrome and the role of the speech language pathologist on this team and 3) Explain evidence based diagnostic and treatment protocols used to identify and manage chronic post-concussion symptoms experienced by student athletes and non-athletes.

Course Overview: During this session, the presenter will discuss the role of the speech language pathologists in the assessment and management of chronic post-concussion symptoms for student athletes and non-athletes. Procedures used to determine the unique strategies and supports needed to facilitate return to academic requirements based on the individual needs of the client will be of focus. Illustrative examples, through the use of case studies will be utilized throughout the presentation.

Disclosure: *Dr. Knollman-Porter is employed by Miami University. She is receiving an honorarium. Dr. Knollman-Porter has no significant non-financial relationships to disclose.*



Sara Loerch, Student – Presenting with Abigail Chapleau

Affiliation: Purdue University

Experience: Sara Loerch is a senior at Purdue University studying Speech Language and Hearing Sciences. She is originally from Vernon Hills, IL and will be attending graduate school next Fall to become a Speech Language Pathologist.

Title of Presentation: Voice Measurements on Exaggerated Emotional Vocal Qualities

Learner Objectives: 1. Understand how exaggerated voice qualities can differ on perceptual and acoustic attributes; 2. Understand different acoustic measures and how they can be applied to voice analysis; 3. Implement a visual analog scale to make measures of vocal effort in the clinic.

Course Overview: Exaggerated emotional and inflected vocal qualities may lead to a strained voice over time. We investigated whether the acoustic and perceptual attributes of voice would be altered during and after the production of exaggerated happy and sad vocal qualities. Twenty healthy, non-dysphonic participants (equal males and females, ages: 20-30 years) read the standardized Rainbow Passage in happy and sad exaggerated voices. Cepstral voice measures were obtained prior to and after the emotional productions. Preliminary data analyses reveal that the two vocal qualities can be differentiated based on acoustic parameters such as duration measures, and statistical analyses using SPSS are ongoing.

Sharon Mankey, MAT, CCC-SLP

Affiliation: IPFW

Experience: Sharon is a continuing lecturer at Indiana University - Purdue University Fort Wayne and is the Director of the IPFW Communication Disorders Clinic. She teaches the AAC course at IPFW and started the IPFW Poss-Abilities AAC Theatre Camp for individuals who use speech generating devices.

Title of Presentation: AAC World

Learner Objectives: 1. Name 5 types/modes of AAC; 2. List three benefits of AAC awareness for communities; 3. Describe three ways this experience can translate to clinical practice; 4. Name four ways other professionals can benefit from participating in AAC World based on your own experience. **Course**

Overview: Raising awareness, especially among emergency personnel, medical workers, and teachers of the use of augmentative and alternative communication (AAC) is paramount for the safety of those who use SGDs. "AAC World" is an immersion experience into the world of AAC, challenging participants to communicate their needs in this "world" by using various forms of AAC.

Disclosure: *Ms. Mankey is employed by IPFW. She has no significant non-financial relationships to disclose*



Barbara Martig, Student

Affiliation: Ball State University

Experience: Barbara Martig is a doctoral student in Audiology at Ball State University. Prior to returning to Ball State for her studies in Audiology, Barbara earned her Masters degree at Ball State University in Speech Language Pathology and has 16 years of experience in the schools as an SLP. While working as an SLP in the schools, Barbara developed an interest in the treatment of auditory processing disorders.

Currently at Ball State, she has been doing research in the efficacy of the APPLS program (Auditory Processing Perception and Listening Skills Training Program).

Title of Presentation: Language Processing Therapy for Students with APD utilizing Dichotic Listening Training

Learner Objectives: 1. List the five auditory processes involved in speech understanding in noise; 2. Describe the training protocols for auditory discrimination in quiet and dichotic listening skills in order to improve speech discrimination in noise, thereby improving language processing skills in the classroom; 3. Identify key areas in classroom performance where improvement was observed and maintained following dichotic listening training and auditory discrimination training.

Overview: The purpose of this study was to evaluate the efficacy of language processing therapy utilizing intensive dichotic listening training with students diagnosed with auditory processing disorder. Two children with specific difficulties in understanding speech in background noise participated. Each child underwent intensive dichotic listening training utilizing a specific protocol involving target distractor word lists comprised of core vocabulary words that varied in intensity. Post-testing revealed significant progress in dichotic listening tasks, auditory comprehension, auditory memory, as well as classroom behavior. The progress was maintained and in some areas, improved upon 3 months post- testing.

Disclosure: *Ms. Martig is a student at Ball State University. She has no significant non-financial relationships to disclose.*

**Amy Matthews, JD****Affiliation:** Church, Church, Hittle & Antrim**Experience:** Amy is a partner in the Education Law Group of Church Church Hittle + Antrim. She represents schools and other educational entities in various matters such as bargaining/labor relations, human resources, policy analysis, fiscal management, and

special education. Aside from her school law practice, she provides mediation services for both civil and family law cases. Prior to joining CCHA, Amy was General Counsel for the Indiana Education Employment Relations Board (IEERB), where she spent much of her time successfully mediating unfair labor practice complaints and implementing the 2011 revisions to the teacher bargaining statute, Indiana Code 20-29. Amy previously served as the Dispute Resolution Director for the Indiana State Personnel Department. She represented state managers as lead advocate in various proceedings including negotiations, mediations, and arbitrations, and regularly advised other State advocates, managers, and employees on matters of policy and procedure. Amy completed her J.D. from the Indiana University Robert H. McKinney School of Law in the top 5% of her class. As a member of the law school community, she served as an Associate Justice for the Moot Court Board, a tutor for the Dean's Tutorial Society, and a mentor for the Reach for Youth Teen Court. She holds a B.S. from the Indiana University-Bloomington School of Public and Environmental Affairs. Amy is a frequent speaker for statewide organizations such as the Indiana School Boards Association, the Indiana Association of Public School Superintendents, and the Indiana Association of School Business Officials, and she has also made presentations and published articles for the National School Boards Association and the Council of School Attorneys. She is a member of the Indianapolis Bar Association, the Hamilton County Bar Association, the Hancock County Bar Association, and the Indiana Bar Association. Amy's current support for community organizations includes board membership for Aspire Indiana Behavioral Health and assisting crime victims as a volunteer for Prevail, Inc. Amy resides in New Palestine, Indiana. In her spare time, she enjoys Zumba Fitness, reading and spending time with her husband and daughter.

Title of Presentation: Legal Updates & Hot Topics on SLP/Audiology for Students with Disabilities**Learner Objectives:** 1. Learners will gain an understanding of the latest special ed law update related to their job; 2. Learners will gain clarification of their role on a team with other staff members determining student needs; 3. Learners will gain awareness of best practices for documentation and communication on student educational matters.**Course Overview:** Federal and State agencies have recently issued a variety of legal guidance on providing services for students with speech and language related disabilities. This presentation will provide the latest legal information on these topics to assist practitioners in staying legally compliant.**Disclosure:** *Ms. Matthews is employed by Church, Church, Hittle & Antrim. She is receiving an honorarium. Ms. Matthews has no significant non-financial relationships to disclose.***Caylin McCallick, Student – Presenting with Mary Margaret Canady, Katie Goble, Melissa Henry, & Heather Williams****Affiliation:** St. Mary's College**Experience:** Caylin McCallick is a senior Communicative Sciences and Disorders Major and Psychology Minor at Saint Mary's College. She will begin pursuing her doctorate of audiology degree next year.**Title of Presentation:** Can You Hear Me Now? Modifying SLP Voice to Maximize Communication with Hearing-Impaired Clients**Learner Objectives:** 1. Identify prevalence and characteristics of different types of hearing loss typically encountered on an SLP caseload; 2. Identify 2 major acoustic characteristics of voice; 3. Identify adequate ways that a clinician can modify his/her voice to help increase communication success with hearing impaired clients.**Course Overview:** When providing services to hearing-impaired clients, the SLP clinicians' voice and speech characteristics can be modified to help increase speech understanding and decrease communication breakdowns. In this study, normal-hearing listeners were presented with speech by 4 female speakers in simulated conditions of hearing loss in noisy environments. Speaker voice characteristics varied in fundamental frequency, pitch variation, and vowel duration. Analysis of intelligibility, subjective quality

ratings, and acoustics dimensions of the speakers are examined to determine how an SLP can best modify voice and speaking style to maximize intelligibility for clients with hearing impairment.

Disclosure: *Miss McCallick is a student at St. Mary's College. She has no significant non-financial relationships to disclose.*



Lauren Monteith – Student – Presenting with Dena Cortopassi

Affiliation: Butler University

Experience: Lauren Monteith is a third year undergraduate student majoring in Communication Sciences and Disorders at Butler University. After graduation, she hopes to continue her education by attending a doctoral program in audiology. In addition, she is working toward a minor in psychology and has a passion for vestibular audiology.

Learner Objectives: 1. Recognize that dancers have a risk for concussion and require sufficient knowledge to both prevent and manage an injury; 2. Identify that a culture exists which may affect successful and timely management of concussion; 3. Identify methods to implement with dancers to help effectively prevent and manage concussion.

Course Overview: Concussion is a topic that is gaining awareness and relevance to dancers. Limited research exists with this population unlike other areas of sport. Researchers studied undergraduate dance student knowledge and perception relative to concussion to better understand areas of needed education. Results showed that the dance program members overall have generally good basic knowledge about the symptoms and risks of concussion, yet not consistently strong at all levels of prevention and management. Results also showed that their reputation as performers and their commitment to their peers appeared to be more important than their health relative to concussion prevention and care.

Disclosure: *Ms. Monteith is a student at Butler University. She has no significant non-financial relationships to disclose.*



Judith Page, PhD, CCC-SLP, ASHA Fellow, FNAP

Affiliation: University of Kentucky, Division of Communication Sciences and Disorders

Experience: "Judith L. Page, PhD, a huge fan of Dr. Seuss, is an Associate Professor at the University of Kentucky, where she has served as clinic director, department chair, and program director in Communication Sciences and Disorders. Her primary areas of interest are augmentative and alternative communication and communication intervention strategies

for persons with multiple/severe disabilities and complex communication needs. Dr. Page is currently serving as a co-investigator for Project TAALC: Teaching Age-Appropriate Academic Learning via Communication, a state/federally funded SPDG (State Personnel Development Grant) in the Commonwealth of Kentucky. The primary purpose of the project is to ensure that all students with the most significant disabilities have communication systems in place in order to participate in the academic curriculum in the public school setting. Dr. Page was the 2015 President of ASHA. She also served as president of the Kentucky Speech-Language-Hearing Association, chair of the Kentucky licensure board, chair of ASHA's Council on Academic Accreditation, chair of ASHA's Council for Clinical Certification and is an ASHA Fellow.

Title of Presentation: Leadership Lessons of the Lorax

Learner Objectives: 1) Discuss the importance of personal leadership to our professions and those we serve; 2) Describe characteristics of a good leader; 3) Identify strategies for effective change management through leadership.

Course Overview: Change – it can be positive or negative, but it's always there. No matter where we work, we find ourselves adjusting to changes or instigating them. Just look around you - technology, treatment strategies, practice patterns, reimbursement, service delivery, legislation, regulations, funding – nothing seems immune. Effective response to change requires leadership. Luckily, leaders come in all sizes and one of those sizes fits you. This presentation will look at leadership strategies that can help you be effective in dealing with or creating necessary change – with a little help from the Lorax and Dr. Seuss.
Intermediate

Disclosure: *Dr. Page is an employee of the University of Kentucky. She is receiving an honorarium. Dr. Page has no significant non-financial relationships to disclose.*

Roxanne Pilger, MS, CCC-SLP

Affiliation: EBS Healthcare

Experience: Roxanne Pilger M.S., CCC-SLP has a Master of Science degree in Communication Disorders from the University of Wisconsin- Stevens Point. She is a licensed and certified Speech Language Pathologist with 12 years of experience working in a variety of settings including public schools, skilled nursing facilities and home healthcare. Currently, Roxanne serves as a Regional Director with EBS Healthcare providing mentorship and clinical supervision as well as support to school districts and current EBS employees. Roxanne has also provided direct therapy, professional development opportunities in school settings as well as training and management for compliance and IEP development in order to align to the Common Core State Standards. Roxanne has also served as a Lead Speech Language Pathologist for a school district where she supported the Speech Department by coordinating the delivery of school speech/language services to students, staff, and parents as well as maintaining and revising department forms, policies, and procedures. She also coordinated and designed intervention programs for those students who required speech/language services prior to evaluations as part of a Response to Intervention (RtI) initiative. Roxanne has a strong knowledge base in special education and working with culturally diverse populations, which allows her to support her staff and districts in the special education process. She has worked with and trained translators to assist with multicultural caseloads in order to provide effective and appropriate therapy approaches across varied therapy settings

Title of Presentation: Praxis Bowl

Learner Objectives: "1. Relate questions to actual clinical and professional practice of Speech/Language pathology.

2. Gain knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities and ASHA as they elaborate on the answers to questions.

3. Gain knowledge and insights regarding key issues facing the professions from Professional Association Board Members (state and national).

4. Acquire the most up to date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology."

Course Overview: Undergraduate and graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted.

Teams from each university will be asked questions from previous Praxis exams as well as practice exams in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives.

Disclosure: *Ms. Pilger is an employee of EBS Healthcare. She has no significant non-financial relationships to disclose.*



Robin Pollens, MS, CCC-SLP

Affiliation: Western Michigan University

Experience: Robin Pollens, MS, CCC-SLP is Clinical Supervisor in the Aphasia Communication Enhancement (ACE) Program at Western Michigan University and Adjunct Assistant Professor in the Department of Speech, Language and Hearing Sciences. She has also provided direct clinical speech-language pathology services for home

health/hospice/skilled nursing/outpatient clinics for 36 years. Her publications and presentations have focused on life participation approach to aphasia treatment, speech pathology in palliative care, inter-professional collaboration and ethics consults.

Title of Presentation 1: Aphasia and Life PARTICIPATION: Our role as SLPs

Learner Objectives: 1. Name three described values of the "Life Participation Approach to Aphasia"; 2. Write one example of an impairment based goal supporting a corresponding participation goal for an individual with aphasia; 3. Name three strategies or resources speech-language pathologists can use to determine participation goals in individuals with aphasia.

Course Overview: Individuals with aphasia (IwA) and their families want to address goals for participation (Worral, et al., 2011). Focusing therapy goals on client choice is congruent with the Life Participation Approach to Aphasia (LPAA Project Group, 2000). Creating a participation goal for an IwA incorporates the use of individualized strategies depending on: the individual's communication skills, the speech-language

pathologist's access to resources, and treatment setting. This presentation will include case examples for individual treatment as well as creative programming for aphasia group setting.

Title of Presentation 2: SLP in Palliative or Hospice Care?--Yes!

Learner Objectives: "1) Name 3 key features of palliative care in the World Health Organization model; 2) Describe two roles of the speech-language pathologist in palliative care; 3) Modify one impairment based goal into a palliative care goal model; 4) State one example of a collaborative SLP - interprofessional palliative care approach.

Course Overview: This presentation will provide an overview of palliative and hospice care and describe how the clinical services of the speech-language pathologist can support these goals. SLP case examples will be presented which exemplify the World Health Organization (WHO) descriptors of palliative care. Approaches to care for both swallowing and communication consults will be featured. Examples of collaborative interprofessional service will be described. Additionally, approaches to documenting SLP palliative care services which communicate patient outcomes and clarify the role of the SLP will be illustrated. Intermediate

Disclosure: *Ms. Pollens is employed by Western Michigan University. She is receiving an honorarium. Ms. Pollens has no significant non-financial relationships to disclose.*



Robert W. Quesal, PhD, CCC-SLP

Affiliation: Professor Emeritus, Western Illinois University

Experience: Robert W. Quesal is a professor emeritus from Western Illinois University. He has been a speech-language pathologist for forty years and taught in higher education for over thirty. During his career, his primary research focus has been the psychosocial aspects of stuttering. He is a Fellow of the American Speech-Language-Hearing Association.

Title of Presentation 1: Take an empathetic approach to stuttering (even if you don't stutter yourself)

Learner Objectives: "1. Identify reasons why it is difficult for people who do not stutter to truly empathize with those who do stutter. 2. Describe ways in which stuttered disfluency differs from normal disfluency, and why understanding those differences is critical for effective assessment and treatment. 3. Consider ways in which a lack of empathy interferes with clinician-client interactions, as well as interfering with the way society interacts with the people who stutter.

Course Overview: SLPs are often uncomfortable working with clients who stutter. This is often because stuttering is a confusing disorder, due to its variability and the seeming lack of progress in many clients. The way to solve this is by adopting a more empathetic approach to treatment. That is, by viewing stuttering from the perspective of the person who stutters. These sessions (parts 1 and 2) will help attendees to view stuttering in a more empathetic way and will introduce a number of ideas to make assessment and treatment more effective for both clients and clinicians. Intermediate

Title of Presentation 2: Empathy-based practice for stuttering

Learner Objectives: 1. Consider why "traditional" therapy activities for stuttering may not always be effective. 2. Examine their own perspectives on stuttering assessment and treatment, and determine the degree to which those are influenced by their experience of disfluency rather than the client's experience of stuttering. 3. Develop client-based assessments and treatments based on an empathetic understanding of stuttering."

Course Overview: SLPs are often uncomfortable working with clients who stutter. This is often because stuttering is a confusing disorder, due to its variability and the seeming lack of progress in many clients. The way to solve this is by adopting a more empathetic approach to treatment. That is, by viewing stuttering from the perspective of the person who stutters. These sessions (parts 1 and 2) will help attendees to view stuttering in a more empathetic way and will introduce a number of ideas to make assessment and treatment more effective for both clients and clinicians.

Disclosure: *Dr. Quesal is, professor emeritus from Western Illinois University. He is receiving an honorarium. Dr. Quesal has no significant non-financial relationships to disclose.*



Julia Rademacher, MM, MA, CCC-SLP – Presenting with Rebecca Risser

Affiliation: Indiana University

Experience: Julia Rademacher, MM, MA, CCC-SLP, has enjoyed working for the past nineteen years in the IU speech and hearing clinic, where she supervises graduate clinicians to provide assessment and treatment services to clients with a variety of communication disorders including voice, fluency and resonance-based problems resulting most commonly

from craniofacial anomalies. She has a clinical specialty in singing voice assessment and treatment and enjoys educating professional voice users about voice care issues. She team teaches graduate clinical courses at IU. Other teaching experience includes voice disorders, care of the professional voice and introduction to communication sciences and disorders.

Title of Presentation: Help! I Need Somebody! – Effective solutions for voice therapy clientele, specialty groups

Learner Objectives: "1. Attendees will identify common voice and respiratory symptoms, concerns and challenges presented by each client group. 2. Attendees will learn about evidence based, best practice approaches to address these clients' physiological limitations. 3. Attendees will be aware of allied health professionals who should be included in the treatment of these client groups.

Course Overview: Speech pathologists who treat voice disorders deal with a wide variety of specialty clientele groups with particular needs and technical demands. Most of these clients are anxious to find clinicians who can help them but express difficulty finding SLPs who feel prepared to provide appropriate treatment. Others are being identified, diagnosed and referred more commonly and are as young as elementary age and up. We will assessment and discuss treatment for clients diagnosed with vocal cord dysfunction, spasmodic dysphonia, transgender clients and professional voice clients with focus on current best practice approaches and service delivery in schools and medical settings.

Disclosure: *Ms. Rademacher is employed by Indiana University. She is receiving an honorarium from ISHA. Ms. Rademacher has no significant non-financial relationships to disclose.*

Mariesa Rang, MA, CF-SLP

Affiliation: IPFW

Experience: Mariesa is a graduate of Indiana U. - Purdue U. Fort Wayne and Western Michigan University with a Master's degree in speech/language pathology. She has a special interest in Augmentative/Alternative Communication and a passion for people with severe communication disabilities. She is a limited term lecturer at IPFW and has taught the Introduction to Communicative Disorders course for two years.

Title of Presentation: AAC World

Learner Objectives: 1. Name 5 types/modes of AAC. 2. List three benefits of AAC awareness for communities. 3. Describe three ways this experience can translate to clinical practice. 4. Name four ways other professionals can benefit from participating in AAC World based on your own experience.

Course Overview: Raising awareness, especially among emergency personnel, medical workers, and teachers of the use of augmentative and alternative communication (AAC) is paramount for the safety of those who use SGDs. "AAC World" is an immersion experience into the world of AAC, challenging participants to communicate their needs in this "world" by using various forms of AAC.

Disclosure: *Ms. Rang is employed by IPFW. She has no significant non-financial relationships to disclose.*



Rebecca Risser, MM, MA, CCC-SLP

Affiliation: The Voice Clinic of Indiana

Experience: Rebecca Risser's clinical work has focused on the treatment of voice disorders for professional and non-professional voice users. She has particular expertise in treating the voice professional, and her extensive background as a singer and voice teacher has been particularly beneficial to singers. Her primary passions for treating her patients continue to be that they might use their voices as they wish, that they might gain maximal control over their voices to the degree that they are physically able, and that they might safely integrate their voices in as many facets of their lives as is demanded.

Title of Presentation: Help! I Need Somebody! – Effective solutions for voice therapy clientele, specialty groups

Learner Objectives: "1. Attendees will identify common voice and respiratory symptoms, concerns and challenges presented by each client group. 2. Attendees will learn about evidence based, best practice approaches to address these clients' physiological limitations. 3. Attendees will be aware of allied health professionals who should be included in the treatment of these client groups.

Course Overview: Speech pathologists who treat voice disorders deal with a wide variety of specialty clientele groups with particular needs and technical demands. Most of these clients are anxious to find clinicians who can help them but express difficulty finding SLPs who feel prepared to provide appropriate treatment. Others are being identified, diagnosed and referred more commonly and are as young as elementary age and up. We will assessment and discuss treatment for clients diagnosed with vocal cord dysfunction, spasmodic dysphonia, transgender clients and professional voice clients with focus on current best practice approaches and service delivery in schools and medical settings. Intermediate

Disclosure: *Ms. Risser is employed by The Voice Clinic of Indiana. She is receiving and honorarium. She has no significant non-financial relationships to disclose.*



Rachel Ross-Kroemer, MS, CCC-SLP

Affiliation: Greenfield-Central Community Schools

Experience: "Rachel Ross-Kroemer received her Master's degree in Speech-Language Pathology from Indiana University (and the departmental Milisen Innovative Clinician of the Year Award as a graduate student). She has been a speech-language pathologist for 22 years (working in the schools since 2005). For the last three years, Rachel has been a special education administrator (supervising SLPs in schools). She is currently a special

education coordinator in the Greenfield-Central Community School Corporation. She also is a member of ICASE (Indiana Council of Administrators of Special Education). Rachel will obtain her Director of Exceptional Needs licensure in May 2017.

Rachel has been an ISHA member since 2000. She had previously been the Vice President of Marketing and also served on ISHA's Recruitment committee. More recently, Rachel served as ISHA's Secretary, President-Elect, and President. Currently Rachel is the Immediate Past President of the Association and leads ISHA's School-based SLP task force which is working on caseload/shortage concerns in Indiana. Rachel has also served as a stakeholder representing ISHA and school-based SLPs on the Behavior Work Group and Evaluation Work Group with the Indiana IEP Resource Center. Most recently, Rachel also served as a stakeholder representing ISHA and school-based SLPs as one of the key advisors to the IDOE's Office of Special Education workgroup which had been formed in response to the November 2015 Dear Colleague letter published by the Office of Special Education Programs (OSEP) and the Every Student Succeeds Act (ESSA). Rachel also participated in the Goal Writing and Standards for Related Service Providers meetings at the IDOE's Office of Special Education.

Title of Presentation: Everything you need to know about ESSA (Every Student Succeeds Act)

Learner Objectives: 1. Participants will understand the key concepts of the FAPE Dear Colleague Guidance and the ESSA Regulations that impact students with disabilities. 2. Participants will develop an understanding of the shared vision for improving outcomes for students with disabilities in Indiana. 3. Participants will explore the roll of the speech and language pathologist in supporting this vision.

Course Overview: Dr. Pam Wright will share updates on how the state is preparing for implementing the key provisions of ESSA (Every Student Succeeds Act) that impact students with disabilities. The guidance from the FAPE Dear Colleague Letter from the Office of Special Education Programs (OSEP) will also be reviewed. Both ESSA and the Dear Colleague Letter reiterate the importance of High Expectations, Shared Responsibility and Shared Accountability when educating students with disabilities. The framework for operationalizing these and other key concepts for improving outcomes will be reviewed. Its impact on Speech and Language Practitioners will also be reviewed.

Disclosure: *Ms Ross-Kroemer is employed by Greenfield-Central Community Schools. She has no significant non-financial relationships to disclose.*



Kathleen Shepler, MS, CCC-SLP

Affiliation: Paragon Rehabilitation

Experience: Kathleen Shepler is a speech-language pathologist who graduated with a bachelor's degree from Butler University and a Master's of Science in Speech-Language Pathology from Purdue University. Kathleen's primary focus has been in treatment and

therapy management in skilled nursing and long-term care, and she feels it is a privilege to interact with and serve this population. She also has experience in the public school system and the home health setting. Kathleen transitioned to Paragon Rehabilitation's Clinical Support team in September 2016, and enjoys supporting other therapists by providing education in therapy clinical documentation and Medicare compliance.

Title of Presentation: Thriving in an Alternate Payment Environment

Learner Objectives: 1. Inform about alternative payment relationships; 2. Educate participants on the benefit of clinical niches; 3. Discuss strategies to produce consistent, efficient, and positive outcomes; 4. Share steps to create community groups; 5. Provide ideas and resources to participants for specialties; 6. Identify critical data and outcomes to utilize; 7. Discuss strategies to produce consistent, efficient, and positive outcomes; 8. Provide talking points to use with customers, staff, and providers.

Course Overview: The need for specialists is not limited to physicians. This course is designed to help you identify needs in your market and strengths in your clinical team in order to develop a clinical program that can grow your business across the continuum. We will then discuss how to create systems that require minimal labor to support these referral sources. Intermediate

Disclosure: *Ms. Shepler is employed by Paragon Rehabilitation. She has no significant non-financial relationships to disclose.*



Sofia Souto, PhD, CCC-SLP

Affiliation: Butler University

Experience: Sofia M. Souto is Assistant Professor in the Department of Communication Sciences and Disorders at Butler University. Her primary area of research is bilingual language development in children who are typically developing and children with specific language impairment.

Title of Presentation: Working with culturally and linguistically diverse children and families

Learner Objectives: Describe the relationship between language and culture; Identify mismatches between the cultural practices of the majority and minority cultures; Identify potential modifications of standard practices to suit diverse children and families.

Course Overview: The makeup of speech-language pathologists (SLPs) in Indiana does not match that of the national or state population. Consequently, most SLPs work with people from linguistic and cultural backgrounds that do not match their own. Given the interplay of language and culture, clinicians must learn about and be aware of how a child's cultural experience may influence performance in typical speech and language tasks. This presentation will provide an overview of strategies and considerations in distinguishing a difference from a disorder in bilingual and bicultural children. Intermediate

Disclosure: *Dr. Souto is employed by Butler University. She is receiving an honorarium from ISHA. Dr. Souto has no significant non-financial relationships to disclose.*



Carol Stock Kranowitz, MA

Affiliation: Out-of-Sync Child, Inc.

Experience: "Carol Stock Kranowitz, M.A., observed many children with SPD and mild autism during her 25-year career as a preschool music and movement teacher. To help them become more competent in their work and play, she began to study sensory processing and sensory integration ("SI") theory. She learned to help identify her young students' needs and to steer them into early intervention. Today, she speaks internationally about SPD's effect on children's learning and behavior and how families, teachers, therapists and other professionals can help. Her first book in the "Sync" series, "The Out-of-Sync Child," has sold one million copies and was selected by "Brain,Child" magazine as one of the top ten books about children with disabilities. Carol's newest book is "The Out-of-Sync Child Grows Up: Coping with Sensory Processing Disorder in the Adolescent and Young Adult Years." A Barnard College graduate, Carol earned her master's in Education and Human Development from George Washington University. She is a Board Member of STAR Institute for SPD. She lives in Bethesda, plays the cello, and has five grandchildren.

Title of Presentation: 80 (or so) Sensorimotor Ways to Help Out-of-Sync Kids Communicate

Learner Objectives: 1. Identify six types of Sensory Processing Disorder; 2. Recognize how SPD can affect speech, language, and gestural communication; 3. Learn fun & functional sensorimotor activities to get children "in sync" and communicating with others

Course Overview: The typical child who listens well and expresses his feelings and thoughts not only hears and sees his playmates but also moves with them, touches them, and shares many multisensory experiences in the classroom, on the playground, and at home. Another child, however, who struggles to understand and be understood may have Sensory Processing Disorder, which interferes with how the central nervous system integrates auditory, visual, tactile, vestibular, proprioceptive, and interoceptive senses. Parents, teachers and professionals will participate in several fun, functional, and expandable

sensorimotor activities that engage the senses, capture the imagination, and make for great conversation.
Intermediate

Disclosure: *Ms. Stock Kranowitz is employed by Out-of -Sync Child, Inc. She is receiving an honorarium from ISHA. Ms. Stock Kranowitz has no significant non-financial relationships to disclose.*



Sean Sweeney, MS, M.Ed, CCC-SLP

Affiliation: Speech Techie

Experience: Sean Sweeney, MS, MEd, CCC-SLP, is a speech-language pathologist and technology consultant working in private practice at The Ely Center in Needham, MA. Sean spent over a decade in the public school setting serving in the roles of SLP and instructional technology specialist. His blog, SpeechTechie, was inspired by the combination of those complementary vocations and a desire to empower those in his field to employ technology in their work. Sean currently consults to and presents for local and national organizations on technology integration in speech and language interventions. Sean is a regular columnist for The ASHA Leader. Contact him at sean@speechtechie.com.

Title of Presentation 1: Tech Up Your Day-To-Day: Promoting Efficiency and Engagement In Your Practice

Learner Objectives: "Describe specifications of mobile devices useful in private practice settings. Explain the function and several uses of Apple TV for conveying information to clients and families. Identify apps useful for productivity and engagement through social media and sharing of therapy activities.

Course Overview: This workshop will provide an overview of current technologies useful to clinicians involved in private practice settings. The session will focus on understanding the range and specifications of devices that can be easily employed for visual support and client engagement in the clinical setting, including the iPad and Apple TV. Participants will also leave with a knowledge of apps to promote productivity and outreach to client and family populations. All Levels

Title of Presentation 2: Pairing Picture Books and Apps to Contextually Address Language Objectives

Learner Objectives: "Identify language structures and contexts within picture book text and illustrations. Evaluate apps for key features indicating applicability in language interventions. Describe session plans pairing books and apps based on contextual overlapping.

Course Overview: Using picture books in speech-language therapy is an established practice that we can combine with the recent integration of iPad apps in interventions. This presentation describes the contextual overlap between books and apps for various ages, and models the alignment of these "old" and "new" visual tools with language objectives. Participants will leave the session with a range of exemplars of picture books containing structures and contexts useful for speech and language therapy, a model for evaluating useful apps, and resources and strategies for pairing books and apps.

Disclosure: *Mr. Sweeney is employed by Speech Techie. He is receiving an honorarium from ISHA. Mr. Sweeney has no significant non-financial relationships to disclose.*

Helen Strines, MA, CCC-SLP

Affiliation: Butler University

Experience: Helen Strines has worked in numerous settings as an SLP in her 22 years of practice. Most recently she worked for 10 years in the public school setting in a K-5 building in Ohio. In that setting she was an integral part of the new math text book adoption and implementation in her building. She currently is CSD adjunct faculty at Butler University and director of the Butler Early Literacy and Language Program where she continues to implement the language of math at a preschool level.

Title of Presentation Practical Ideas and Resources for the SLP in the Math Classroom

Learner Objectives: "1. identify the language and conceptual ideas necessary for success in math. 2. integrate new ideas into the math classroom for kids with low language abilities as well as with those students that struggle in math. 3. connect new resources and ideas with classroom application to help define the role of the SLP in the area of math.

Course Overview: SLPs have traditionally been hesitant to "push in" to the math classroom. SLPs are experts in the area of language and when we get to the core of math, students must have a solid understanding of the language associated with that subject in order to be successful. We can be involved in the classroom by presenting the language of new topics in math; examining possible causes of a student's

math struggles; building stronger number sense; integrating literacy into the math curriculum; and getting students to talk about math.

Disclosure – Ms. Strines is employed by Butler University. She has no significant non-financial relationships to disclose.



Gregg Thornton, Esq.

Affiliation: Ohio Board of Speech-Language Pathology and Audiology

Experience: Gregg B. Thornton is the Executive Director of the Ohio Board of Speech-Language Pathology & Audiology. He was appointed by the Board in March 2009, and is responsible for managing board operations, board directives, and licensure requirements for over 9,000 practitioners. Mr. Thornton has addressed a wide range of inquiries involving ethical dilemmas, as well as ethical violations that resulted in formal disciplinary action. He was responsible for implementing the Board's two hour ethics continuing education requirement which took effect in 2015. He frequently presents and has co-authored on the topic of ethics and resolving ethical dilemmas related to speech-language pathology and audiology. Mr. Thornton graduated with honors from Howard University receiving a bachelor's of arts degree in political science and received his J.D. degree from Case Western Reserve University School of Law. He is a licensed attorney with over twenty five years of experience in state government in the area of administrative law. Mr. Thornton is an affiliate member with the American Speech-Language-Hearing Association and the American Academy of Audiology. He is also a member of the National Council of State Boards of Examiners for Speech-Language Pathology and Audiology. The Ohio Speech-Language Hearing Association recognized Mr. Thornton in 2011 with its Award of Appreciation and in 2015 with its Advocacy Recognition Award.

Title of Presentation: Best Practices For Resolving Ethical Dilemmas

Learner Objectives: "1. Name/describe ethical common dilemmas/issues that practitioners encounter in various work settings. 2. State ethical requirements adopted by the American Speech-Language Hearing Association (ASHA), Indiana Speech-Language Hearing Association (ISLHA), and the Indiana Speech-Language Pathology Audiology Board (ISLPAB). 3. Understand how to implement and follow an ethical decision-making process to effectively resolve an ethical dilemma. 4. State how the Code of Ethics for ASHA, ISLHA, and ISLPAB can be an effective resource with educating others about your role as a licensed practitioner and ethical responsibilities to your patients/clients.

Course Overview: Ethics is a verb – it's all about what you do and how you do it. Ethical issues span every aspect of our practice and can present dilemmas for practitioners at all levels of experience. This session will address various facets of ethical dilemmas, including tips on how to respond when you find yourself caught between that proverbial rock and a hard place. Building on feedback from pervious ethics presentations and dilemmas addressed by the Ohio licensure board, we have incorporated real-life scenarios into an interactive, engaging, and informative session that allows participants to decide whether an ethical dilemma is present. Beginner

Disclosure: Mr. Thornton is employed by the Ohio Board of Speech-Language Pathology and Audiology. He has no significant non-financial relationships to disclose. |



Madelaine Westerhoff – Student

Affiliation: Butler University

Experience: Madeline Westerhoff is an undergraduate student at Butler University studying Communication Sciences and Disorders, Spanish, and Neuroscience. She is a member of the Butler Honors Program, for which she is completing a thesis. Madeline will be attending graduate school in the

Fall of 2017 for Speech-Language Pathology.

Title of Presentation: Late L2 acquisition and phonological memory development

Learner Objectives: 1. Develop appreciation of the importance of phonological memory and how it relates to language acquisition; 2. Gain an understanding of how individual's phonological memory may be tested; 3. Identify the impacts of differing variables in individual's second language acquisition and phonological memory.

Course Overview: Previous research agrees that early Spanish-English bilinguals have superior phonological memory as compared to monolinguals, however the impact of second language acquisition (L2) on phonological memory remains unknown. This study examined three groups of Spanish L2 learners including study abroad students (SA), students currently enrolled in a Spanish course (CE), and students

not enrolled in a Spanish course (NE). Participants completed tests of phonological memory and questionnaires at two data points. Results revealed that SA showed the most improvement, but CE exhibited greater phonological memory at both points. These findings suggest later foreign language instruction may benefit phonological memory.

Disclosure: *Ms. Westerhoff is a student at Butler University. She has no significant non-financial relationships to disclose.*

Heather Williams, Student – Presenting with Mary Margaret Canady, Katie Goble, Melissa Henry & Caylin McCallick

Affiliation: St. Mary's College

Experience: Heather Williams is a senior studying Communicative Sciences and Disorders & Spanish. She is planning to work as a SLP-A next academic year and is hoping to work with a bilingual population.

Title of Presentation: Can You Hear Me Now? Modifying SLP Voice to Maximize Communication with Hearing-Impaired Clients

Learner Objectives: 1. Identify prevalence and characteristics of different types of hearing loss typically encountered on an SLP caseload; 2. Identify 2 major acoustic characteristics of voice; 3. Identify adequate ways that a clinician can modify his/her voice to help increase communication success with hearing impaired clients.

Course Overview: When providing services to hearing-impaired clients, the SLP clinicians' voice and speech characteristics can be modified to help increase speech understanding and decrease communication breakdowns. In this study, normal-hearing listeners were presented with speech by 4 female speakers in simulated conditions of hearing loss in noisy environments. Speaker voice characteristics varied in fundamental frequency, pitch variation, and vowel duration. Analysis of intelligibility, subjective quality ratings, and acoustics dimensions of the speakers are examined to determine how an SLP can best modify voice and speaking style to maximize intelligibility for clients with hearing impairment.

Disclosure: *Miss McCallick is a student at St. Mary's College. She has no significant non-financial relationships to disclose.*



Pam Wright, EdD – Presenting with Rachel Ross-Kroemer

Affiliation: Indiana Department of Education

Experience: "Dr. Pamela Wright is the Director of the Office of Special Education at the Indiana Department of Education. Prior to serving as Director of the Office of Special Education at the IDOE, Dr. Wright was the Special Education Director of Special Services for Johnson County and surrounding schools. Dr. Pam Wright will share updates on how the state is preparing for implementing the key provisions of ESSA (Every Student Succeeds Act)

that impact students with disabilities. The guidance from the FAPE Dear Colleague Letter from the Office of Special Education Programs (OSEP) will also be reviewed. Both ESSA and the Dear Colleague Letter reiterate the importance of High Expectations, Shared Responsibility and Shared Accountability when educating students with disabilities. The framework for operationalizing these and other key concepts for improving outcomes will be reviewed. It's impact on Speech and Language Practitioners will also be reviewed.

Title of Presentation: Everything you need to know about ESSA (Every Student Succeeds Act)

Learner Objectives: 1. Participants will understand the key concepts of the FAPE Dear Colleague Guidance and the ESSA Regulations that impact students with disabilities. 2. Participants will develop an understanding of the shared vision for improving outcomes for students with disabilities in Indiana. 3. Participants will explore the roll of the speech and language pathologist in supporting this vision.

Course Overview: Dr. Pam Wright will share updates on how the state is preparing for implementing the key provisions of ESSA (Every Student Succeeds Act) that impact students with disabilities. The guidance from the FAPE Dear Colleague Letter from the Office of Special Education Programs (OSEP) will also be reviewed. Both ESSA and the Dear Colleague Letter reiterate the importance of High Expectations, Shared Responsibility and Shared Accountability when educating students with disabilities. The framework for operationalizing these and other key concepts for improving outcomes will be reviewed. Its impact on Speech and Language Practitioners will also be reviewed.

Disclosure: *Dr. Wright is employed by the Indiana Department of Education. Dr. Wright has no significant non-financial relationships to disclose.*